

Pre-Institute Data Exercises

Due Wednesday, October 5, 2022

The following data exercises will help to inform the Rural Pathways Institute on October 19-21, which will include activities to guide college teams in examining data on student enrollment and completion by program and discussing the implications of these data for college redesign. The following document describes the data exercises your college must complete prior to the institute (Steps A–C). CCRC will lead a pre-work webinar for team leads and institutional research staff on Zoom on September 12 from 1-2pm ET to review the data exercises and answer any questions you may have.

Program enrollment

- A. First, input the program enrollment data required for the Excel data tool “Unpacking Program Enrollments with Equity in Mind,” using fall 2021 data.** The “Welcome” tab in the tool includes instructions and resources. Our intention is to be inclusive in charting program enrollments at your college, so include all enrolled students during the fall 2021 term (including credit and noncredit enrollments). To complete the data tool, you will need to replace the fictitious data in the “Data” tab with your college’s data. Please try to match the columns based on your program enrollment data. Then, if you save, close, and re-open the file, the tables and charts in the other tabs should update with your college’s data.
- B. Second, in the first table of this Word document, list the top 10 programs your students were enrolled in during the fall 2021 term.** To determine the top 10 enrolled programs, use the “Unpacking Program Enrollments” tool and data entered in step A for fall 2021 students. Prior to the workshop, please ensure that Columns 1–4 are completed. We also encourage teams to try to complete Columns 4–5 to the best of their ability as prework and include any information that would inform conversations relevant to Columns 4–5. Consult Tab 4 (“Representation in Programs”) in the data tool filled out in step A to identify patterns of over and underrepresentation among your college’s programs.

Program completions

- C.** CCRC developed a Tableau tool that uses IPEDS data in which your college can examine associate degree program completions alongside your top transfer institutions’ bachelor’s degree program completions. Since we are using IPEDS, you do not need to submit any data for this activity, but it would be helpful to know your college’s top transfer institutions.

Please list your top 1–3 transfer institutions here:

1. Institution 1
2. Institution 2
3. Institution 3

Tips

Troubleshooting common issues using the Excel tool

If you are trying to update the tool with your college's data but something is not working properly, here are two things to try:

1. Make sure the data in the pivot tables are properly linked to the data in the "Data" tab. In the pivot table options, click "Change data source" and select the location of your data. This will also refresh the data, in case that is needed.
2. Make sure the pivot table filters are including all your data. If something isn't populating correctly, check the drop-down box filters in the pivot tables to make sure you aren't filtering out data unintentionally.

If you are having other issues, email John Fink at john.fink@tc.columbia.edu for assistance.

FAQs

Should we include high school dual enrollment/dual credit students in the Excel tool?

Yes, please include all enrolled students. This exercise will be most helpful if the population of students included is as broad as possible. If your college has a large dual enrollment/dual credit population, you might consider adding a column to the data tab to include a flag for dual enrollment to better focus on this population. If possible, do the same for noncredit enrollments (such those in adult basic education and noncredit workforce training). Alternatively, dual enrollment/dual credit or noncredit enrollments could be indicated by program name.

Should we include full-time and part-time students in the tool?

Yes, include all enrolled students who took at least one course in fall 2021, including degree- and non-degree-seeking students.

Should each student be their own row in the data tab? Does this present data privacy issues?

We encourage colleges to follow their own institutional standards, policies, and norms around data privacy. Generally speaking, the easiest way to fill out the data tab is to report one student per row. In doing so, be sure to remove any sensitive information, such as students' birth dates, names, or other identifiers. As an extra layer of privacy, you can create a version to use that scrubs the student-level data by deleting the data tab after the spreadsheet has been updated and saving a new version of the file. This should allow the pivot tables and charts to function without the original data.

Alternatively, more aggregated data could be provided, such that each row shows program enrollment counts of students in each category (e.g., by race, gender, age, etc.) where the column "count" sums the total number of students.

Should we use our own program names in the Excel tool?

Yes, we recommend that you include the program names your college currently uses.

Some of our students attend multiple campuses or centers. Which campus/center should we include in the Excel tool?

We recommend including each student's primary campus or center.

What should we include in Column C of the Excel tool/Column 4 of the program enrollment table if we don't have meta-majors?

If your college doesn't have meta-majors yet, you could include existing academic divisions or another set of broad program categories that would be meaningful at your college.

Our college needs to have more discussions about the workforce/transfer categories before completing Column B of the Excel tool/Column 5 of the program enrollment table. Is that okay?

Yes. During the institute, we will discuss how to categorize programs based on their post-graduation transfer and workforce outcomes, so it is not a problem if you leave Column 5 blank for now. If your college is able to take a first pass at this categorization based on the materials provided, that would help your team further refine categories and dive deeper into insights from the data during the institute.

For questions on these data exercises, please contact John Fink at john.fink@tc.columbia.edu.

Email the completed tables and Excel data tool to Sarah Cale at sarah@ncii-improve.com by Wednesday, October 5, 2022.

Top program enrollments

Include all students enrolled in fall 2021, including credit and noncredit enrollments if available, degree- and non-degree-seeking students, first-time and continuing students, full- and part-time students, and current and former dual enrollment high school students.

(1) Program Name	(2) Student Count	(3) Percentage of All Students	(4) Meta-Major/ Broad Area*	(5) Workforce/ Transfer Category**	(6) Under- or Overrepresented Student Groups***
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
All others, <i>N</i> = (unique count of other programs w/ at least 1 student enrolled)					
Total		100%			

* **Instructions for Column 4:** If your college doesn't have meta-majors yet, please include any current broad program areas, divisions, or departments.

**** Instructions for Column 5:** Consider which of these categories best fits each of the top 10 programs. We describe the workforce/transfer categories below. If you are able to provide any additional information to guide this conversation (e.g., graduate earnings by program), that would be helpful to append.

Workforce / Transfer categories:

Workforce – Low: Program is designed to place students into a relatively low-paying job (e.g., less than \$15/hour)

Workforce – Middle: Program is designed to place students into a relatively middle-paying job (e.g., between \$15-\$25/hr)

Workforce – High: Program is designed to place students into a relatively high-paying job (e.g., more than \$25/hr)

Transfer – Unstructured: General transfer programs (e.g., Associates of Arts for Transfer)

Transfer – Structured: Major- or meta-major specific transfer programs, including Associate of Science for Transfer (e.g., AS-Transfer, or AA for Transfer in Business)

Undeclared or Unknown program information

Other (e.g., non-degree seeking, non-credit, dual enrollment)

***** Instructions for Column 6:** Specifically, examine how the composition of these top programs by race/ethnicity, age, gender, and income (e.g., Pell) compares to the composition of the fall 2021 sample overall. Please note particular subgroups over or underrepresented with detail on what percent of the program students are from that group (e.g., 75% Female). It may be helpful to have a separate sheet with more detailed notes to guide the conversation at the institute around which groups are under- and over-represented in these top programs.